



The Willow and  
the Brook  
on Broadwaters

# **BROADWATERS INCLUSIVE LEARNING CAMPUS**

## **Equality information and objectives**

**Updated : September 2018**

**Review date: September 2020**

## **The Vision of the BILC**

The Inclusive Learning Community on Broadwaters being formed from The Willow Primary School, The Brook Special Primary School and the Broadwaters Children's Centre, has the highest aspirations for all pupils,

Broadwaters ILC is committed to maximise the educational opportunities for all pupils through the use of innovative practice, appropriate resources and the collaborative work, learning and social interaction that the 21<sup>st</sup> century community brings.

The BILC draws its strength from the local community, and has a firm base fashioned from cutting edge pedagogy, highly experienced leadership and staff knowledge. The curriculum, teaching practice and breadth of vision are inspirational for pupils, staff and parents alike, drawing on the combined experience and knowledge of all those committed to making the ILC outstanding.

The Broadwaters policy reflects the inclusive intent of the whole community as it encompasses both schools and children's centre within its scope. Haringey is an area rich in cultural diversity, and, although our children will come from across the Local Authority, the two schools within the Broadwaters community will face all the benefits and challenges of inner city life from the range of different experiences, cultures, religions, customs and languages which pupils, parents/carers and staff bring to the school.

### **Section 1 – Introduction**

Broadwaters Inclusive Learning Community welcomes its general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations, and our specific duties to publish information every year about our school population; to explain how we have due regard for equality; and to publish equality objectives which show how we plan to tackle particular inequalities, and reduce or remove them.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

In the implementation of this duty we have moved from a focus on an individual response to an approach that builds on race, disability and gender considerations at every level of the inclusive learning community and at strategic, policy, management and classroom level. We need to be able to demonstrate what we have done and what we plan to do to improve opportunities and outcomes for pupils, staff, parents/carers and other users of the school.

We are continually working to ensure that all our policies and practices reflect and incorporate equalities objectives in creating a positive working ethos/environment for our staff and pupils. We are committed to challenging all types of discrimination and responding to any member of the school community who may become a victim of such action.

We will ensure that every pupil and member of staff irrespective of race, disability, gender, gender reassignment, religion, or sexual orientation is able to achieve to the highest level and that strategies are in place to raise awareness and to tackle discrimination and under achievement. The schools aim to make sure that every pupil has access to the necessary support required to enable them to achieve the highest standards possible.

We serve a community which is very diverse, with staff and families from many different social, economic, ethnic, cultural and religious backgrounds. As well as coming from these diverse backgrounds, pupils from The Brook have profound and multiple, severe and/or complex disabilities and autism, as have some of the pupils from The Willow, which adds an additional dimension to the needs of the families and the requirements of

the staff. At Broadwaters Inclusive Learning Community, we are proud to respect and value this additional diversity and make every effort to ensure that each of our children is given the fullest opportunity to reach her or his own potential.

We reach out to all our families and welcome and encourage them to become part of the school community. We work hard to build a caring, stimulating and enabling environment for our children, constantly monitoring their individual performance, their achievements and their progress, giving praise and support, ensuring access through pupil voice and other means, support and advice as it is needed.

Staff are fully aware of their duties, values and aims. They also know that as well as living and working by them, we have to be able to demonstrate that we do so, and not just by our attitudes, words and actions. We maintain up-to-date policies covering every aspect of how the school is run, including such issues as Child Protection and Safeguarding, behaviour, bullying and grievances plus the Pupil Charter and Guidelines for Intimate Care. Each year we agree a comprehensive school development plan and assess our performance against it. Every member of staff be they teaching or support staff assesses their own individual performance through performance management. We evaluate the impact of all our work in terms of equalities annually.

When recruiting new staff members, whether teachers or support staff, and when promoting existing staff, we advertise posts appropriately and do everything practicable to ensure that all candidates are selected on merit and are given equal opportunities to represent themselves. In cases where two or more candidates appear to offer comparable qualities, appointment will be made with a view to achieving a truly representative staff complement. All staff receive extensive training to ensure they provide the best possible service to the BILC and its children and to make the most of their own potential.

BILC Governors, as "critical friends", keep themselves informed on all schools' matters, so that they can satisfy themselves, on behalf of the community, that all this is being achieved. All Governors undertake regular training to ensure that they keep up to date with developments, whether legislative or professional. As far as possible, the Governing Body is constituted so as to be representative of the school community as a whole.

Our intention is that adults working in the school either as an employee, a student or volunteer include as far as possible, appropriate representations of ethnic groups and disabled people. We believe that this will promote good role models for all students.

We will strive to include pupils, staff, parents/carers, governors and other stakeholders in the development of this scheme. They need to be involved from the beginning of the process which includes the preparation, development, publication, review and reporting of the duty. The aim is to ensure that we meet the diverse needs of our children and wider community.

BILC IS committed to equality both as an employer and a service-provider:

- We try to ensure that everyone is treated fairly and with respect.
- We want to make sure that our school is a safe, secure and stimulating place for everyone.
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
- We recognise that for some pupils extra support is needed to help them to achieve and be successful.
- We try to make sure that people from different groups are consulted and involved in our decisions, for example through talking to pupils and parents/carers, and through our School Council.
- We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.

We welcome our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations, and our specific duties to publish information every year about our school population; to explain how we have due regard for equality; and to publish equality objectives which show how we plan to tackle particular inequalities, and reduce or remove them.

We welcome the emphasis in the Ofsted inspection framework on the importance of narrowing gaps in achievement which affect, amongst others:

- pupils from certain cultural and ethnic backgrounds
- pupils who belong to low-income households and pupils known to be eligible for free school meals
- pupils who are disabled
- pupils who have special educational needs
- boys in certain subjects, and girls in certain other subjects.

In addition to this short statement, we also have a full school policy statement on equality and community cohesion. Please ask for a copy if you would like to see it.

For more information please contact:

### **The Brook**

Name: **Maureen Duncan**, Head Teacher

Tel: 020 8808 7120

Email: [Maureen.duncan@thebrook.haringey.sch.uk](mailto:Maureen.duncan@thebrook.haringey.sch.uk)

Tel:

Email:

### **The Willow**

Name: **Natasha Beckles**, Assistant Head Teacher

Tel: 020 8885 8800

Email: [Natasha.beckles@thewillow.haringey.sch.uk](mailto:Natasha.beckles@thewillow.haringey.sch.uk)

Tel:

Email:

Through rigorous tracking and monitoring of individuals and of all the groups of children, including progress and attainment, and by providing equal opportunities to access the curriculum and activities, we aim to ensure that any gap in attainment for pupils within any of the above different groups is removed, or at least remains less than the gap nationally.

### **Eliminating discrimination and other conduct that is prohibited by the Act**

The information provided here aims to demonstrate that we give careful consideration to equality issues in everything that we do at Ridgeway Primary School. 'Due regard' ensures that we work towards eliminating discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act.

We are committed to working for equality for all our staff, parents/carers and children to meet our duties under the Equality Act 2010.

We eliminate discrimination by:

- Adoption of the single Equality Scheme
- Our behaviour policy ensures that all children feel safe at school and addresses prejudicial bullying
- Reporting, responding to and monitoring all racist incidents
- Regularly monitoring the curriculum to ensure that the curriculum meets the needs of our pupils and that it promotes respect for diversity and challenges negative stereotyping
- Teaching is of the highest quality to ensure children reach their potential and all pupils are given equal entitlement to success
- Tracking pupil progress to ensure that all children make rapid progress, and intervening when necessary
- Ensuring that all pupils have the opportunity to access extra-curricular provision
- Listening to and monitoring views and experiences of pupils and adults to evaluate the effectiveness of our policies and procedures.

### **Advancing equality of opportunity between people who share a protected characteristic and people who do not share it**

We advance equality of opportunity by:

- Using the information we gather to identify underachieving groups or individuals and plan targeted intervention
- Ensuring participation of parents/carers and pupils in school development
- Listening to parents/carers
- Listening to pupils at all times
- 

### **Fostering good relations across all characteristics - between people who share a protected characteristic and people who do not share it**

We foster good relations by:

- Ensuring that The Willow Primary School and Broadwaters' Children's Centre is seen as a community school within our local community
- Ensuring that equality and diversity are embedded in the curriculum and in collective worship.

## Equality Information – The Willow

Number of pupils on roll at the school: 466

Age of pupils: 3 to 11

### Information on pupils by protected characteristics

The Equality Act 2010 protects people from discrimination on the basis of protected characteristics. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment. In order to ensure that all pupils are protected from discrimination, the school collects information on protected characteristics.

### Information on other groups of pupils

In addition to pupils with protected characteristics, we gather further information on the following groups of pupils:

- Pupils eligible for Free School Meals (FSM)
- Pupils with Special Educational Needs (SEN)
- Disadvantaged group
- Pupils with English as an Additional Language (EAL)
- Young carers
- Looked after children
- Other vulnerable groups

	no	percentage
African Asian	6	1.29%
Albanian	7	1.50%
Arab	2	0.43%
Asian and any other ethnic group	3	0.64%
Bangladeshi	11	2.36%
Black - Congolese	8	1.72%
Black - Ghanaian	19	4.08%
Black - Nigerian	6	1.29%
Black - Somali	18	3.86%
Black and any other ethnic group	28	6.01%
Black Caribbean	35	7.51%
Black European	3	0.64%
Chinese	4	0.86%
Chinese + any other ethnic group	2	0.43%
Egyptian	1	0.21%
Greek	1	0.21%
Greek Cypriot	1	0.21%
Gypsy/Roma	1	0.21%

Indian	5	1.07%
Kashmiri Pakistani	1	0.21%
Kosovan	3	0.64%
Kurdish	12	2.58%
Latin/South/Central American	2	0.43%
Other Asian	2	0.43%
Other Black	8	1.72%
Other Black African	13	2.79%
Other ethnic group	8	1.72%
Other mixed background	22	4.72%
Other Pakistani	1	0.21%
Polynesian	1	0.21%
Portuguese	4	0.86%
Refused	1	0.21%
Roma	3	0.64%
Sri Lankan Sinhalese	1	0.21%
Thai	2	0.43%
Turkish	62	13.30%
Turkish Cypriot	5	1.07%
White - Cornish	1	0.21%
White - English	42	9.01%
White - Welsh	1	0.21%
White + any other Asian Backgrnd	3	0.64%
White and any other ethnic group	12	2.58%
White and Black African	1	0.21%
White and Black Caribbean	15	3.22%
White and Pakistani	1	0.21%
White Eastern European	25	5.36%
White European	28	6.01%
White Other	15	3.22%
White Western European	1	0.21%
(blank)	9	1.93%

<b>Gender:</b>	52% male	48% female
<b>Pupils eligible for Free School Meals (FSM):</b>	16%	
<b>Pupils eligible for Pupil Premium Finding – Disadvantage group:</b>	32%	
<b>Pupils with Special Educational Needs (SEN)</b>	72	
<b>Pupils with Educational Health and Care Plans</b>	13	
<b>Pupils with English as an Additional Language (EAL):</b>	53%	
<b>Young carers:</b>	0	

<b>Looked after children:</b>	<b>7</b>
<b>Other children on the vulnerable list</b>	<b>16</b>

## Equality Objectives

The Equality Act 2010 requires schools to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other evidence. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages. We will regularly review the progress we are making to meet our equality objectives.

Objective	Targets	RAG
To improve outcome for boys through clear teaching, learning and intervention strategies.	95% of boys targeted for regular morning intervention groups in reading and writing make expected progress.	
	60% of boys targeted for regular morning intervention groups in reading and writing make accelerated progress.	
	Book monitoring shows strong progress in core skills for boys in intervention groups.	
	In pupil interviews the large majority of boys in intervention groups say they have enjoyed their learning experiences.	
	In pupil interviews all boys in intervention groups can say how their reading / writing has improved over the year.	
	Lesson observations show that whole class strategies for engaging boys and supporting their learning are being used consistently across the school.	
To improve outcomes for boys in English.	At the end of KS2 boys perform better than boys Nationally in reading and writing.	
	At the end of KS1 boys perform better than boys Nationally in reading and writing.	
	The percentage of boys on track in reading and writing increases by 10%	
To improve outcomes for Turkish children in KS1	At the end of KS1 the attainment gap between Turkish children at the Willow and nationally closes by at least 8% at the expected standard in reading, writing and maths.	
To improve the impact of pupils on the school and community through the use of pupil voice.	Develop a schedule of whole school discussion topics linked to school and local community issues.	
	Clear evidence that feedback from pupil voice is used to drive school improvement – leaders can show how pupil voice has impacted on the school.	
	Increased impact of our membership of London Citizens by improving pupil, staff and parents awareness and involvement in local community issues.	
	Termly paired class inclusive session takes place after collaboration from staff from both schools	



Inclusive placements across the BILC	At least four inclusive weekly placements take place within BILC – either Brook to Willow or Willow to Brook (as appropriate)	
--------------------------------------	---	--

**Equality Information – The Brook**

Number of pupils on roll at the school: 112

Age of pupils: 4 to 11

**Information on pupils by protected characteristics**

The Equality Act 2010 protects people from discrimination on the basis of protected characteristics. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment. In order to ensure that all pupils are protected from discrimination, the school collects information on protected characteristics.

**Information on other groups of pupils**

In addition to pupils with protected characteristics, we gather further information on the following groups of pupils:

- Pupils eligible for Free School Meals (FSM)
- Pupils with Special Educational Needs (SEN)
- Disadvantaged group
- Pupils with English as an Additional Language (EAL)
- Young carers
- Looked after children
- Other vulnerable groups

It may be possible to identify individuals from the information provided when the number of pupils with a particular characteristic is low and the information is sensitive personal information. In these cases we have indicated this by an asterisk\*.

Ethnicity and race							
	Girls	Boys	Total		Girls	Boys	Total
<b>Asian or Asian British</b>				<b>Mixed</b>			
Bangladeshi heritage	3	3	6	Other mixed heritage	2	3	5
Indian heritage	0	0	0	White and Asian	0	2	2
Other Asian heritage	1	2	3	White and Black African	0	2	0

Pakistani heritage	0	0	0	White and Black Caribbean	0	1	1
<b>Black or Black British</b>				<b>Any Other Ethnic Group</b>	3	17	21
Ghanaian heritage	0	3	3	<b>White</b>			
Nigerian heritage	0	4	4	British heritage	0	9	9
Somali heritage	1	7	8	Irish heritage	0	0	0
Caribbean heritage	2	7	9	White Other	1	7	7
Other Black heritage	5	24	29	Gypsy/Roma	0	0	0
<b>Chinese/ Vietnamese</b>	1	2	3	Traveller of Irish heritage	0	0	0

<b>Gender:</b>	93 male	19 female
<b>Pupils eligible for Free School Meals (FSM):</b>		
<b>Pupils eligible for Pupil Premium Finding – Disadvantage group:</b>		
<b>Pupils with Special Educational Needs (SEN)</b>	<b>112 (100%)</b>	
<b>Pupils with Educational Health and Care Plans</b>	<b>112 (100%)</b>	
<b>Pupils with English as an Additional Language (EAL):</b>		
<b>Young carers:</b>		
<b>Looked after children:</b>		
<b>Other children on the vulnerable list</b>		

## Equality Objectives

The Equality Act 2010 requires schools to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other evidence. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages. We will regularly review the progress we are making to meet our equality objectives.

Objective	Targets	RAG
Parenting and parental	100% of parents/carers attend Person Centred Review meetings	

involvement in children's learning and progression.	Uptake at parents' evenings increases to 60% attendance	
	Key Stage 1 initiative to support parents on a half termly basis is attended by 40% of non-working parents	
	9 families receive bespoke short term support from practitioner and target areas show improvement	
	Annual parental survey increases responses to 50%	
Support for those families who have children with extreme challenging behaviours	Behaviour support plans are created with parental input, for pupils identified as having challenging behaviours	
	Termly workshops are held for parents with children with challenging behaviour and uptake exceeds 50%	
	Consistent and bespoke systems are in place at school and home for each identified pupil to provide positive pathways	
	Weekly communication (by agree method) takes place with parents about identified pupils' wellbeing	
Continuous working with staff on the issues raised within the policy document especially around homophobia and transgender as these are new areas within the equalities documentation	Termly CPD provided to all staff to discuss issues raised	
Inclusive placements across the BILC	Termly paired class inclusive session takes place after collaboration from staff from both schools	
	At least four inclusive weekly placements take place within BILC – either Brook to Willow or Willow to Brook (as appropriate)	
Pupil Voice	Brook School council meets twice a term – once alone and once as BILC council	
	Pupil voice is evident in displays in classrooms and in corridors	
	Classroom observations and book scrutiny shows pupil voice evident (e.g. in choice making and self evaluation)	
Progression for pupils who have not met their expected targets especially the most able boys and the girls across all key stages	Deputy Head in conjunction with class teacher analyses the reasons for the lack of progress and shares this with team and parents	
	Intervention groups and 1:1 bespoke sessions take place for identified children	
	100% of children make expected progress	